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BOOK REVIEWS

Principles of Education. By FREDERICK ELMER BOLTON. New York: Scribner, 1910. Pp. xiv+790. \$3.00.

What constitute principles of education? Each new treatise on the subject gives a new answer. In the present volume the term seems to embrace about everything in education, including side excursions like that on psychotherapy in chapter x. It covers chapters on evolution, biology in general and physiology in particular, school hygiene, educational psychology (eight chapters), logic, emotional and volitional life, while the twenty-eighth chapter discusses general discipline and educational values.

Every reader of Dr. Bolton's book will at once give him credit for a painstaking and conscientious piece of work. Wide reading there has been, and careful elaboration. The style is more than usually pleasing, and the writing is not of the "pedaguese" order. (See Welland Hendrick, *Joysome History of Education.*) The book is indeed better than most of its kind, yet its kind after all is not the best kind, and that because of a fault only too common.

Why are pedagogical books as a class so tedious to read, so vague in the impression they make upon the student, so evanescent in effect?

These results, in the reviewer's opinion, are due to a fatal defect in the organization of their subject-matter, and to a consequent failure to distribute emphasis so that what is really important shall stand out in bold, clear lines.

This is a book of many chapters (twenty-eight in all), but the fact that it has so many is no sufficient reason why it should not be an exposition of a single, coherent theory of education. Instead of this, however, we find almost as many independent expositions of educational doctrine as there are chapters. Each is in a sense an educational monograph but loosely related to the others.

It is perhaps too much to demand that our young writers should exhibit the skill of a James or a Münsterberg, but what we most need in educational literature is books that have the simplicity of the *Talks to Teachers*, or *Psychology and the Teacher*, i.e., books in which the subject-matter is organized about a few fundamental conceptions, where every new chapter fits into the parts that have preceded it, and where the entire system of thought can be grasped as one co-ordinated whole. It may perhaps be maintained that the various chapters of this volume are reconcilable, and that they merely present the same truth from many points of view. But even if this be granted, the criticism is not met, for such a unity would have to be sought, whereas it should not need seeking, but should impress itself upon the student at every stage. Monographic treatment in the chapters of a book gives no perspective; it makes each thing just as important as everything else, and it leaves the student confused and uncertain as to what is after all the main issue. Who knows an influential book on education that is not simple in the sense above indicated? Think of Plato's *Republic*, Quintilian's *Institute of Oratory*, Rousseau's *Emile*, Comenius' *Orbis Pictus*,

Pestalozzi's *Leonard and Gertrude*, Froebel's *Education as Development*, Herbart's *Outlines of Educational Doctrine*, Spencer's *Education*, Dewey's *School and Society* (the simplest yet the most influential educational book by an American). Each presents education from a point of view different from all the others, but each has an easily comprehended scheme of thought, each emphasizes some things more than others, and each leaves the student with an organized system of thought, easily grasped, remembered, and applied. There is no confusion of mind, no missing the main points, but each book is lucid and convincing as far as its vision extends. We cannot, indeed, all of us be geniuses, but we can at least emulate the virtues of genius in transparent and co-ordinated exposition.

Aside from the lack of organization mentioned above, there is little to complain of in this volume, and much to praise. The faults are those of a class of expositors now holding the ear of the educational public; the excellences are those that belong to the faithful teacher and the careful student.

CHARLES DEGARMO

CORNELL UNIVERSITY

Twenty Years at Hull House. With Autobiographical Notes. By JANE ADDAMS. New York: Macmillan, 1910. Pp. xvii+462. \$2.50.

This story of Miss Addams' manifold and wide-reaching activities in connection with Hull House is introduced by an account of her early years, her studies in school and college, and her years of endeavor to find her field of work. It is all told with rare directness, and interspersed with philosophic and humorous comments, which make it not only a personal narrative of deep interest but a stimulating account of the development of many important civic movements. The early chapters form a human document of singular value for those engaged in education. We have much more biographical material for the lives of men than for those of women. And no one, so far as I know, of the women who have engaged in educational work has told her story in so frankly intimate a fashion. Miss Addams early resolved to "live with the poor," but it was long before she found the way to do this. The account of her studies, and travels, and mental processes while she was making up her mind will appeal to a multitude of eager young people and reveal the thoughts of many hearts. While, however, the democratic convictions and passion for justice seem to have been present almost from the beginning, the author's constant sense of humor keeps the story a genuine record of a normal, wholesome young person. The poise and sanity, the union of broad sympathy and sound intelligence which in later years refused to find a panacea for social ills in any "ism," were foreshadowed in some early decisions, but Miss Addams refuses to take herself too seriously, and hence we enjoy going along with her. One might easily find here one reason for the continually growing success of Hull House. With all the seriousness with which it has faced the almost overwhelming odds of its environment, there have been flexibility in methods, readiness to recognize mistakes and try other means, ability to see the bright side, and as much sensitiveness to the humor as to the pathos found in all sorts of human conditions. Indeed, when a teacher has